

Title I Schoolwide Plan Longwood Elementary

Updated May, 2016

The purpose of Longwood's Title I Schoolwide Program is to improve academic achievement throughout our school so that all students, particularly the lowest-achieving students, demonstrate proficiency related to the State's academic standards. The improved achievement is to result from improving the entire educational program of the school. This initial Schoolwide Plan was completed in 2010-11 and approved by the Board of Education in May, 2011. Longwood's Schoolwide Plan and is reviewed and updated annually.

Instructional Leadership Team:

Tracey Ratner, Principal
Jared Folley, Student Services Coordinator
Amy Murphy, Title I Facilitator
Malia Lee, Interventionist
Robin Shultz, Social Worker
Linda Boddy, Gifted and Talented Teacher
Tatiana Conrad, Reading Specialist
Kristin Brown, Fourth Grade Teacher
Patricia Becker, Second Grade Teacher

Title I Parent Advisory Committee

Gendy Jaramillo, Parent
Socorro Uribe, Parent
Martina Spearman, Parent

**ILLINOIS STATE BOARD OF EDUCATION
TITLE I SCHOOLWIDE PLAN COMPONENTS**

- 1. List of State and local educational agency programs and other federal programs that have been consolidated in the Schoolwide Program.**
- 2. Description of how the school will provide individual student academic assessment results in a language parents can understand, including interpretation of those results.**
- 3. Description of how the school will use Title I Resources to implement the SW program components.**
- 4. Schoolwide Program Components:**
 - A. Comprehensive needs assessment (SIP PLAN)**
 - B. SW Reform Strategies (SIP PLAN)**
 - C. Instruction by Highly Qualified teachers**
 - D. Professional Development**
 - E. Strategies to attract Highly Qualified teachers**
 - F. Strategies to increase parent involvement**
 - G. Plans for assisting preschool children in the transition from early childhood programs**
 - H. Measures to include teachers in decisions regarding the use of academic assessments and to improve the achievement of individual students**
 - I. Activities to ensure students who are experiencing difficulty are provided additional assistance**
 - J. Coordination and integration of Federal, State and local services and programs.**

1. **LIST OF STATE AND LOCAL EDUCATIONAL AGENCY PROGRAMS AND OTHER FEDERAL PROGRAMS THAT HAVE BEEN CONSOLIDATED IN THE SCHOOLWIDE PROGRAM**

The following local, State and Federal funding have been consolidated to ensure most effective use of Title I resources to meet the needs of our students and avoid duplication of services:

- Indian Prairie School District #204 local funds
- Title I Part A Grant
- Title II Grant
- Title III Grant
- National School Lunch Program
- Preschool for All Grant
- Preschool Expansion Grant
- IDEA Part B
- McKinney-Vento
- Parent Teacher Organization
- Community Resources including faith based and local medical and health organizations
- County Resources

2. **DESCRIPTION OF HOW THE SCHOOL WILL PROVIDE INDIVIDUAL STUDENT ACADEMIC ASSESSMENT RESULTS IN A LANGUAGE PARENTS CAN UNDERSTAND, INCLUDING INTERPRETATION OF THOSE RESULTS**

Longwood has many ways of sharing each child's progress with parents, guardians, and caretakers. We view parents as members of our teams, so they are encouraged to participate in all aspects of planning for their child's success. All parent communications are translated in Spanish as appropriate.

- Fall and Spring Parent –Teacher conferences , with onsite interpreters as needed
- Quarterly Progress Reports, Report Cards
- Parent letter detailing individual student AIMSweb data 3x per year after benchmarking
- PARCC individual student reports for grades 3-5
- District websites include curriculum information and online State report cards

3. **DESCRIPTION OF HOW THE SCHOOL WILL USE TITLE I RESOURCES TO IMPLEMENT THE SCHOOLWIDE PROGRAM COMPONENT**

Title I Resources to Support Students:

- Free on-site preschool including transportation, is provided to qualifying students. Funding for preschool also includes student materials, supplies and salaries for teachers and paraprofessionals in the preschool classrooms
- Paraprofessionals provide individual and small group instruction and enrichment in reading and math to students in grades K-5 in using differentiated materials
- Schoolwide Support Facilitator to assist in student positive behavior intervention and support, and assists with building supervision and safety
- Title I Math teacher for differentiated groups

- Additional social work to provide social-emotional skill development and make referrals to community resources for families
- Additional student differentiated instructional materials
- Increased access to technology. Additional laptop computers for students
- Ongoing professional development opportunities above and beyond those offered by the district for teachers on topics directly related to student achievement issues
- Extended day after school tutoring for students who fall below expected levels of achievement. Computer assisted instruction and other researched based programs are used
- Summer Book Project- Independent reading leveled books are mailed to students free of charge throughout the summer to help prevent summer reading skill loss
- Hands-On enrichment opportunities for underserved populations through STEM Club and STEM Camp
- Family literacy and Math/Science programs and activities to promote ways parents can support their child at home
- Parent Education classes such as: Google for Parents, Active Parenting and Ready for Kindergarten
- Incoming Kindergarten early screening to facilitate early intervention

A. COMPREHENSIVE NEEDS ASSESSMENT

Longwood Elementary School staff is dedicated to creating a learning community that enables all students to be academically, socially and emotionally successful. The first year of PARCC (Partnership for Assessment of Readiness for College and Careers) data demonstrates that 42.5 % of students in grade 3-5 were proficient in meeting the learning standards in ELA (English Language Arts) and 44.2 % of students in grades 3-5 were proficient in meeting the learning standards in the area of Math. The subgroup students within the Low Income group demonstrated 27.3 % proficiency in the area of ELA and 28.1 % of proficiency in the area of Math. The subgroup of students with LEP (Limited English Proficiency) scored 13.9 % proficient in the area of ELA and 19.4 % proficient in the area of Math. This baseline achievement data from PARCC will be compared yearly to determine increases in achievement and to identify areas of need for our students.

The 5 Essentials Survey is analyzed by the ILT yearly to assess five indicators that lead to school improvement. The survey is completed by teachers at the elementary level with a supplemental portion completed by parents. The five components measured are; Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environment and Ambitious Instruction. Two components (Ambitious Instruction and Supportive Environment) are not rated at the elementary level as students under grade 6 do not complete the survey. Data from the 2014 5 Essentials Survey indicate overall that Longwood Elementary School is organized for improvement. Results for the components indicate the level of implementation from Least Implementation to Most Implementation in the five components. In the area of Effective Leaders, Longwood Elementary was rated average implementation. In the area of Collaborative Teachers, the school was rated more implementation. Lastly, in the area of Involved Families, Longwood Elementary School was rated more implementation. These findings indicate that Longwood Elementary is poised to continuous improvement.

The Instructional Leadership Team (ILT) will analyze these data regularly and develop a School Improvement Plan (SIP) for the continued achievement for the students. As the ILT and staff implement the activities within the plan, they will monitor the progress and make changes to the SIP plan as needed.

SW REFORM STRATEGIES

B. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

All teachers and paraprofessionals in our Title I schools are highly qualified. 2015-16 Longwood staff:

| Staff | Number | Full-Time Equivalents |
|----------------|--------|-----------------------|
| Administrators | 1 | 1.0 |
| Teachers | 38 | 34.6 |
| Teacher Aides | 14 | 11.0 |
| Support Staff | 6 | 5.3 |

C. PROFESSIONAL DEVELOPMENT ACTIVITIES THAT ENABLE TEACHERS TO INCREASE THEIR KNOWLEDGE ABOUT ACADEMIC ASSESSMENTS AND IMPROVE THE ACHIEVEMENT OF INDIVIDUAL STUDENTS

Aligned with state and local academic standards, professional development activities include curriculum development, training programs, and activities that provide teachers training to enhance student performance. Activities may be conducted by the district, building, team-sponsored, provided by an outside agency, or individually designed. Teachers have release time during the work day (55 minutes per week) to meet for professional development activities.

For the 2015-16 school year, professional development is focused on:

AVMR Math Recovery- Ongoing AVMR Course 1 and Course 2 training where teachers learn about how to analyze math assessments and make instructional choices that are appropriate for students' current understandings. The assessments are diagnostic in that they also aid in identifying areas of need for students.

Kagan Cooperative Structures- ongoing training designed enhanced for increased mastery of subject matter, improved thinking skills, development of character and social skills, and improved classroom behaviors due to student engagement and peer relationships due to class building.

Schoolwide Thinking Maps- A set of thinking maps used schoolwide that are intended to correspond with eight different fundamental thinking processes. They are supposed to provide a common visual language to information structure, often employed when students take notes or write. Thinking Maps are visual tools for learning, and include eight visual patterns each linked to a specific cognitive process. Teachers apply Thinking Maps in all content areas and all grade levels. Our Reading Improvement teachers have been formally trained and hold sessions throughout the year to work with teachers on implementing the Thinking Maps.

Book Study- Members of our staff read Lost at School by Ross Greene. The book study allowed staff to have conversations about challenging behaviors in students and social emotional skills that need to be taught and addressed at school.

PLC's (Professional Learning Communities) meet regularly to discuss the 4 questions set forth by DuFour. PLC's set learning targets for the unit, review assessments and develop strategies for differentiation. PLC's have established structures for additional support and intervention for their students.

D. STRATEGIES TO RECRUIT AND RETAIN HIGHLY QUALIFIED TEACHERS

Through the screening and interview process we are recruiting diverse 100% highly qualified candidates. All district school administrators collaborate with the district's human resource office to find candidates through referrals, job fairs, advertising, multicultural events, and student teacher cadres through partnership with local universities. In order to recruit and retain teachers who share our mission, we provide a climate of collaboration and ongoing support.

E. STRATEGIES TO INCREASE PARENT INVOLVEMENT

The ISBE Family Engagement Framework is designed to help improve and expand the development of effective partnerships so that families can stay actively engaged. Recognizing that a students' education is a joint responsibility shared by schools and parents as part of the larger community and that these participants directly impact learning, Longwood Elementary makes every attempt to be a Family Friendly School and subscribes to the basic elements for family and community involvement. Through hosting a number of family programs including:

- Active Parenting Classes with Project HELP
- Google 101 for Parents
- DuPage Children's Museum Science and Math Nights
- One Book, One School Night
- Parent Diversity Advisory Council
- Positive Behavior Interventions and Supports (PBIS)
- Parent Committee and representation on the district level *Title I Parent Advisory Committee*
- Maintain and promote parent lending library
- Information about Title I programs can be found on the district and Longwood's website, including Title I newsletters and parent brochures

F. PLANS FOR ASSISTING PRESCHOOL CHILDREN IN THE TRANSITION FROM EARLY CHILDHOOD PROGRAMS

Preschool parents are given information about each of the elementary schools at *Kindergarten Preview Nights* held in March of each school year. A Kindergarten screening is held for incoming Kindergarten students in the spring to plan for early intervention and inform parents how their students are performing in comparison to entering Kindergarten expectations. Getting ready for kindergarten materials, supplies, books and checklists are given to the families of incoming K students. In August, the preschool staff checks to ensure that each child is properly enrolled in their home school, and student records are transferred. In addition, flyers are distributed to families in Title I schools to let

them know of registration procedures for parents of preschool children. Our preschool website is available in all languages and provides detailed information about our preschool and kindergarten programs.

Conversations between preschool and kindergarten teachers take place to make sure the curriculum is aligned. Meetings are held to discuss transition of students with individualized education plans. Visits to the preschool and/or kindergarten are arranged so that observations can take place in order to ensure a smooth transition.

For 2015-16 in addition to the district level Title I preschool, Longwood is host to an onsite preschool classroom for approximately 40 students and are provided transportation. A parent education program is an essential part of the preschool experience. Most of the students reside within the Longwood boundaries, thus providing a platform to form strong family connections and parent education prior to beginning Kindergarten, thus transition from preschool to kindergarten is seamless.

G. MEASURES TO INCLUDE TEACHERS IN DECISIONS REGARDING THE USE OF ACADEMIC ASSESSMENTS AND TO IMPROVE THE ACHIEVEMENT OF INDIVIDUAL STUDENTS

Teachers make decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. Using a Response to Intervention (RtI) model, struggling students are identified early and provided early intervention. The AIMSweb Curriculum Based Measurement (CBM) benchmark data provides the universal screening information for all students. Students who fall below expected levels on this measure are provided with additional instructional time and/or interventions to accelerate their growth. Progress is monitored on a weekly or monthly basis for these identified students. Longwood teachers are trained on the Longwood Individual Problem Solving (LIPS) process for students who need more targeted assistance either academically or socially/emotionally. Teachers refer students to a team, contact parents, and work with parents to put short term interventions in place, while reviewing data. In addition, Longwood teachers meet as a staff during Professional Development Wednesdays to review school wide data, to look at trends and to determine if there needs to be changes to instructional strategies used to address the needs of students.

H. ACTIVITIES TO ENSURE STUDENTS WHO ARE EXPERIENCING DIFFICULTY ARE PROVIDED ADDITIONAL ASSISTANCE

Reading Improvement- Students who fall below expected levels of achievement are given additional instruction using researched-based intervention programs provided by the classroom teacher, reading specialist and paraprofessionals during the school day.

Math Improvement- Students who fall below expected levels of achievement are given additional instruction using researched-based intervention programs provided by the classroom teacher, interventionist and paraprofessionals.

RtI -Teachers and Interventionists plan and implement action plans for students needing additional assistance based on RtI data.

IEP-Coordinated supports are put in place for students who are identified as having a disability and are provided support through their individualized education plans (IEP) which may include related service providers such as Speech and Language Pathologists and Occupational Therapists.

EL and Bilingual- services are provided instruction to increase their academic achievement. Students are taught to read and write in their native Spanish language in the primary grades.

After School Tutoring- Computer assisted instruction in reading and math using research based programs such as Computer Assisted Instruction-Waggle and Okapi and other materials aligned with the State standards.

Extended Day- Club Invention and Summer Stem Camp- Science, Technology, Engineering and Math activities to challenge all students and promote higher level thinking and student engagement.

Summer Book Project- gives free books at their independent reading level to selected students who fall below expected levels of reading achievement.

I. COORDINATION AND INTEGRATION OF FEDERAL, STATE AND LOCAL SERVICES AND PROGRAMS

IPSD 204- Local funds provide:

- Additional reading teachers to support struggling students
- All costs related to all-day kindergarten
- Transportation for the Title I preschool students attending the Prairie Children Preschool
- Refurbished laptop computers and free hotspot internet access are given to families in need
- Classroom curriculum materials and supplies to support all students
- Teacher interventionists working with students who fall below expected levels of achievement. They spend much of their time working with struggling students and coaching teachers on researched-based instructional strategies
- EL and Bilingual teachers
- Special educators and related service providers to provide services for students identified with disabilities. Mental health professionals to address a proactive approach to social/emotional learning for the entire school population.
- District level directors, coordinators and administrative assistants for special programs (EL, IDEA, Equity, Community Liaison, etc.)
- Gifted teachers to identify and work on differentiated curriculum with students in previously underserved and under identified populations
- McKinney Vento coordinator, administrative assistant and transportation for students

Title I Part A Grant:

- Preschool 2.0 FTE teachers and 4.0 FTE paraprofessionals
- Preschool transportation provided for onsite program at Longwood
- 3.2 FTE paraprofessionals to provide individual and small group instruction to students in reading and math using differentiated materials.

- 1.0 Schoolwide Support Facilitator to assist in student scheduling, discipline, supervision and safety
- 0.5 FTE Title I Math teacher for differentiated groups
- Additional 0.5 FTE social work
- Extended day and summer learning opportunities
- Additional student differentiated instructional materials and access to Technology
- Ongoing professional development opportunities above and beyond those offered by the district
- Enrichment opportunities through STEM clubs
- Family literacy and math programs and activities to promote ways parents can support their child at home
- Summer Book Project- Independent reading leveled books are mailed to students free of charge throughout the summer to help prevent summer reading skill loss

Title II Part A Grant- Ongoing professional development funds are used for assessment, differentiation, equity, mathematics, literacy, STEM, etc. across all grade levels including integration of curriculum areas and Common Core State Standards. Funds are used for Institutes, School Improvement Days, conferences, onsite trainings, professional books, materials and supplies.

National School Lunch Program- Breakfast, Free and Reduced lunches and Free Snacks for after school programs are provided through the National School Lunch Program

Title III Grant- Bilingual and EL teachers and bilingual paraprofessionals to provide additional support to students. 0.8 FTE Bilingual parent liaison to assist with communication and to engage and support families in school and home settings

Preschool for All Grant, Preschool Expansion Grant- Early screening and free preschool for students who are academically at-risk and economically disadvantaged. Programs are coordinated with Title I Preschool

IDEA Part B-Additional support staff to assist students with identified with disabilities.

McKinney Vento- Coordinated services for homeless students are provided to meet the academic and social-emotional emotional needs of any homeless student who resides within the district. Transportation is provided when appropriate.